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ABSTRACT

This evaluation of the Des Moines Public Schools' Department of Human Resources Management (Iowa) focuses on five main areas: context, input, process, product, and future needs. Context evaluation examines the personnel functions of the district which include recruitment, employment, discipline, discharge, development, training, assignment, and transfer. These functions must be accomplished while balancing the interests of the public with the individual interests of employees, within the framework of board policies and administrative procedures, the Code of Iowa, federal limitations, and provisions of negotiated agreements. Input evaluation focuses on departmental responsibility for the allocation of $153,297,746, or approximately 88% of the $174,250,000 total salary amount of the district. Allocation of other benefits such as sick leave days, travel expenditures, and funds for substitute teachers and teacher associates is also addressed. Process evaluation focuses on departmental support of District Improvement Plan goals that focus on use of human resources of the district to fulfill the mission and goals of the district. Product evaluation examines the district's progress in its goals to employ more ethnic minority staff and females in administrative positions, to assure the implementation of identification and employment of the best qualified teaching candidates, and to provide a safe work environment for students and staff. Future needs identify 11 areas that need development. These include hiring the best candidates, performance evaluation systems, additional staffing, and technology. A glossary is included. (JBJ)

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ED 386 633

Des Moines Independent Community School District

HUMAN RESOURCES MANAGEMENT

PROGRAM EVALUATION

1994-1995

August 15, 1995

Thomas E. Stokes
Director, Human Resources Management

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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HUMAN RESOURCES MANAGEMENT

Evaluation Abstract

Context Evaluation

The Department of Human Resources Management is responsible for all human resource or personnel functions of the district, including recruitment, employment, discipline, discharge, development, training, assignment, and transfer. This must be accomplished while balancing the interests of the public with the individual interests of employees, within the framework of board policies and administrative procedures, the Code of Iowa, federal limitations, and provisions of negotiated agreements. In order to maintain this delicate balance, the Department of Human Resources Management has developed the following five categories of functions and responsibilities:

- Monitor the utilization of human resources in support of district goals.
- Recognize and reward personnel in support of district goals.
- Coordinate benefits to serve personnel needs in support of district goals.
- Provide appropriate services to schools/departments and the community in support of district goals.
- Support district initiatives

Each of these functions of the Department of Human Resources Management addresses either the public interests or the individual employee interests or some combination thereof.

Input Evaluation

The department has three administrative staff members and eight secretarial staff positions. The salary budget for the department is $336,087 and another $69,251 is budgeted for other expenditures to support the program. Although the budgeted amounts directly associated with the department are a small percentage of the overall expenditures of the District, ultimate responsibility belongs to the department for the allocation of $153,297,746 or approximately 88% of the $174,250,000 total salary amount of the district. The department is also directly involved in the allocation of other benefits. Included in these are decisions related to use of personal and sick leave days, travel expenditures of staff, and the funds for substitute teachers and teacher associates.

Process Evaluation

The department is involved in supporting goals in the District Improvement Plan that focus on use of human resources of the district to fulfill the mission and goals of the district. Other areas of the plan which determine direction and goals of the department include Safe, Disciplined, and Drug-Free Schools and Continued Improvement of Professional Skills. In order to address the latter goal, the department works cooperatively with the Department of Staff Development in a variety of staff development efforts and utilizes management systems for many personnel and human resource topics.

Product Evaluation

The district has made progress in its goal to employ more ethnic minority staff and females in administrative positions in the district. In order to address the lack of candidates from out of state, the department has worked with Drake University and the Des Moines Area Community College on the Career Opportunities Program (COP), designed to prepare district employees currently working in other areas to become certified to teach. Five participants in the "COP" program are now employed by the district in professional capacities. Other evidence of the continual efforts of the department in minority recruitment are: of the 158 new teachers hired for the 1994-95 school year, 6.96% are minorities, compared to 5.4% in the current teaching staff.

Melioration of the interview processes has assured the implementation of identification and employment of the best qualified teaching candidates. Currently, 50% of the certified staff holds at least a Master's degree and 18% of the new teachers have advanced degrees and/or credits.

In order to provide a safe work environment for students and staff, the department has required that all new employees, including substitutes and short hour employees, have a Division of Criminal Investigation report processed expeditiously.

Future Needs

The future needs of the department include:

- Continue efforts for most effective recruitment of minority staff members, working closely with teacher preparation institutions to ensure that future teachers are sensitive to the unique needs of teaching in an urban setting. Develop and implement a component for aspiring administrators through monitoring and modification of the Administrative Leadership Development Program.
- In order to ensure equal employment opportunities, continue review of all positions to ascertain compliance with the Americans With Disabilities Act, expand and refine employee orientation and induction with follow through in updating and monitoring of evaluation systems for all employee groups, and diligently pursue exit interviews to generate data to determine potential areas of improvement and/or change.
- Implement the Administrative Excellence Program with revision of the rating instruments for use in determining the best candidate. This revision must reflect community and staff priorities.
- Examine human resources policies and procedures to be supportive of School-Based Management through Shared Decision Making. This shall include training of interview teams to include understanding of state and federal laws as well as District policies and relevant language of comprehensive agreements.
- Coordinate with the Promise Jobs program in providing recipients of Family Investment Plan the opportunity to be trained and become productive members of society and coordinate with Inner City Single Parents Vocational Program to assist displaced homemakers and low income single parents to gain a better understanding of employment possibilities with the District, providing an opportunity for self-sufficiency.
- Continually monitor leaves to ensure appropriate use which meets district policy standards and district improvement plans, within the vision and mission of the district.

A copy of the complete report is available upon request from the Department of School Improvement, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, IA 50309-3399. Telephone: (515) 242-7839.

HUMAN RESOURCES MANAGEMENT

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DISTRICT MISSION STATEMENT

The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn.

RESPONSIBILITY STATEMENT OF HUMAN RESOURCES MANAGEMENT

The staff in the Department of Human Resources Management is responsible for administering the personnel services program in accordance with school board objectives and policies. The Department is committed to meeting the personnel service needs of employees, schools and departments with courtesy, accuracy and efficiency.

CONTEXT EVALUATION

Functions

The framework which defines the responsibilities and activities of the Human Resource Management Department is dictated by board policies and administrative procedures, the Code of Iowa, federal limitations, and provisions of negotiated agreements. In recent years there have been tremendous changes in these rules and statutes, thus altering the roles and responsibilities of the department. Revisions of various state and federal laws and related transformation in delivery of services have necessitated the following additions to department duties:

Enforcement of the following:

- Immigration/Naturalization Act
- Americans with Disabilities Act
- Family Medical Leave Act
- Department of Education Rule 102
- Intolerance and Abuse Policy (452)
- Applicant tracking as required under Equal Employment Opportunity Code
- Sexual Harassment Rules
- Omnibus Transportation Employee Testing Act of 1991.

Addition of the following safeguards:

- Ensure expeditious criminal check
- Secure and contact additional phone references
- Continue implementation of up-to-date interview practices
- Train and facilitate interview teams
- Ensure all employee physicals
- Provide department representative at all interviews
- Hire noon hour associates
- Facilitate substitute orientation
- Become more involved with unemployment issues and procedures
- Arrange for credit checks
- Hire campus monitors
- Ensure drug testing of all bus drivers and drivers who drive vehicles over 26,000 pounds.

Other changes in activities of the department include:

- Maintaining records of all leaves (495's)
  - Professional leave
  - Special leave
  - Emergency leave, etc.
- Including of food service, operations, transportation and crafts employees in department responsibilities
- Maintaining a total employee data base
- Implementing employee recognition activities
- Providing and supervising a main district office receptionist
- Managing the district print shop
- Providing opportunities for appropriate staffing by implementing the addtion of a category of specialists
- Implementing combined fund raising.

These changes have made significant impacts on the activities and responsibilities of the department. During the last twenty years there have been dramatic, significant alterations in the use of the time and resources of the director of the department. The necessity of this evolution in

the duties and the approach of the director has been primarily in response to the passage of Chapter 20 of the Iowa Code. Although the original intent of the law was to assure fairness and equity in the workplace, an additional effect has been to provide formalization of all district interactions with employees. Some of these communications were accomplished informally prior to 1976; however, having a more formal structure in which to function has effected the workload and schedule of the director. Each year has witnessed an increase in the number and length of meetings which the director must hold or attend in order to assure a balance between protection of employees' rights and the maintenance of the legal and ethical obligations of the district and its mission.

Human Resources Management Program Areas

The Department of Human Resources Management is responsible for all human resource or personnel functions of the district, which include recruitment, employment, discipline, discharge, employee development and training, assignment, and transfer. In general, the department's services and responsibilities can be described in five categories of activities and initiatives:

- Monitor the utilization of human resources in support of district goals.
  Ensure equal employment opportunities relative to federal, state and board policies including:
    Minority recruitment practices and programs and
    Work with Americans with Disabilities Act representative to appropriately recruit, select and assign classified staff
  Hire the best candidates for each position.

- Recognize and reward personnel in support of district goals.

- Coordinate benefits to serve personnel needs in support of district goals. Administer a Wellness Program to support the welfare of employees and the district.

- Provide appropriate services to schools/departments and the community in support of District goals. These shall include Printing Services.

- Support district initiatives

In order to best serve the needs of the district and the public as well as the rights of employees, the department staff must be very knowledgeable in all aspects of governance which effect these areas. In addition, there must be constant vigilance to the sensitive nature of these issues to ensure that treatment of all individuals is fair and equitable.

Policies, Standards and Regulations

Human Resources Management is governed by the policies of the Board of Directors, federal and state law, and agreements with collective bargaining units. In order to ensure the district board's policy of providing an educational program of the highest quality by recruiting and retaining well qualified professional and support personnel, the department serves as the watchdog in all personnel matters.

The Board of Director's Policies Series 400 is the principle under which the department functions; that relationship is shown in the following table:

Policy number	Policy name	Monitors use of human resource	Recognize & reward personnel	Coordi-nate benefits	Provide services	Support district initiatives
401	Personnel	x		x		
402	Recruitment and Selection	x	x			x
402.1	Non-Discrimination and Equal Employment Opportunity	x	x	x		
402.2	Affirmative Action	x	x			x
403	Certification and Licensing	x	x		x	
405	Physical Examination	x				
410	Job Specifications	x			x	x
412	Assignment and Transfer	x	x		x	x
414	Evaluation	x	x			
416	Discipline and Discharge	x				
416.1	Alcohol and Substance Abuse	x			x	x
416.2	Alcohol & Drug Testing	x			x	x
417	Teacher Resignation	x	x		x	
420	Exchange Teachers	x	x	x		
421	Substitute Employees	x	x	x	x	
422	Student Teaching		x	x	x	
430	Compensation	x	x	x	x	x
430.1	Workers' Compensation	x				
430.2	Travel Allowances	x		x	x	
434	Personnel Management	x	x	x	x	x
437	Gifts to District Officials and Employees	x				
437.1	Gifts Exchanged Between Students and Employees	x				
440	Professional Growth	x	x	x	x	x
440.1	Professional Organizations	x				
440.2	Publications				x	
443	Tutoring					

444	Political Activity	x				
450	Child Abuse Investigation	x			x	x
452	Intolerance and Abuse	x			x	x
454	Sexual Harassment	x			x	x

Several chapters of the Code of Iowa guide departmental operations:

- Chapter 19B of the Iowa Code requires school districts to provide equal opportunity, employment and affirmative action standards.

- Chapter 20 of the Iowa Code, the Public Employees' Relations Act, delineates the collective bargaining procedures indicating who is eligible to participate, what are the rights of the employee and employer, the bargaining unit determinations, and the processes and schedules for mediation and arbitration. Specific Rules and Regulations of the Public Employment Relations Board provide interpretation and clarification of Chapter 20 and regulate collection bargaining procedures.

- Chapter 22 of the Iowa Code requires that information in personnel files must be kept confidential.

- Chapter 279 of the Iowa Code specifies procedures for continuing contracts, probationary periods, discharge and termination.

Various federal employment acts and regulations, including Title VII, Title IX Equal Employment Opportunity Regulations, Affirmative Action, Fair Labor Standards Act, and Americans with Disabilities Act govern the actions of the department. The implications for the district to meet the requirements of the Americans with Disabilities Act are significant. The requirements for the act became effective on July 26, 1992. The 1991 Omnibus Transportation Employee Testing Act provides for alcohol and drug testing of employees and applicants who are hired to drive a school bus or drive 26,001 pound or more vehicles.

Collective Bargaining Agreements with the following bargaining groups identify procedures and processes for employee relations:

Des Moines Education Association (DMEA)
DMEA, Department of Secretaries
DMEA, Department of Associates
American Federation of State, County and Municipal Employees (AFSCME), Operational (includes Transportation & Food Service)
AFSCME, Before-and-After (School Child) Care Givers, (Cowles) Child Care Givers and Child Care Giver Assistants
Des Moines Independent School District Building Trades Maintenance Council

Meet and confer bargaining sessions are held with:

- Des Moines Administrators Salary & Benefit Committee
- Specialists
- Food Service Managers

Program Areas and Activities

In order to accomplish the functions and responsibilities of the Department of Human Resources, the department utilizes the following activities:

Monitor the Utilization of Human Resources in Support of District Goals

• Ensure equal employment opportunities relative to federal, state and board policies including minority recruitment practices and programs.

Minority Recruitment is an important function of the Human Resources Management staff, not only to ensure equal employment opportunities relative to federal, state and board policies, including minority recruitment practices and programs, but also to provide appropriate role models for our diverse student population. In Des Moines, as in most urban districts around the country, there are efforts to employ a staff that reflects the race/ethnic diversity of the student population. The need for teachers who come from a variety of race/ethnic backgrounds is an essential component for effective schools. Because Iowa has a very small minority population, previous recruitment efforts have focused mainly in the southern states where there is a higher incidence of minorities. These efforts have not been fruitful. For a variety of reasons, minority candidates are, for the most part, not interested in relocating to this area to teach.

Our focus is shifting to "Grow Your Own" programs within the state. The most promising one is the Career Opportunities Program (COP) in which the district participates, with the Des Moines Area Community College and Drake University. Five participants are now employed in professional positions in the district. Thirty-six employees are enrolled in the program.

• Hire the best candidates for each position.

In order to assure that hiring of the best candidates in support of district goals is consistently accomplished, the following procedures are followed:

Best Candidate

A great deal of time and effort is devoted to the staff selection process. For the past ten years, the district has been fortunate to have large numbers of applicants for most available positions. Exceptions to this have been in the areas of foreign language and special education. More recently, there is evidence of a decline in the size of the applicant pool. The total number of teacher applications is down by about twenty percent since the last report, as is the number on the substitute teacher list.

For several positions during the summer of 1994, it was necessary to place newspaper ads to generate additional applicants. These positions included general music, special education, and Spanish. When the process shifts from a selection process to a search process, it may reduce our chances of identifying a good candidate.

The selection process has increasingly involved patrons, teaching staff, and students, especially for administrative positions. There are obvious benefits to greater involvement of patrons and staff. They bring a different perspective and have a more intimate knowledge of building needs. However, this involvement can have an adverse effect on affirmative action plans. Prior to participating in the interview process, the interview teams must receive appropriate training, including understanding of state and federal laws as well as District policies and relevant language of comprehensive agreements. The

Human Resource Management Department has the responsibility for providing access to this training and information.

Teacher Perceiver and Personal Interview Technique

Selection of outstanding employees in all categories is paramount for movement towards a world-class school system. Significant improvements have been made in staff selection to employ only the most highly qualified individuals. The Human Resources Management staff has been trained in the Teacher-Perceiver interview technique that is used to screen candidates to be interviewed by a team of district administrators. The interviewing team recommends candidates to principals for personal interviews and recommendations for hire. Included in the interviews are questions directed to the candidate's experience with technology and experience with mainstreaming of special education students

Skill Tests

Manual skills tests are part of the selection process for all crafts positions. These may include welding, heavy equipment operator, mixing of paint, drywalling, designing an electrical circuit, boiler repair, and plumbing skills.

Reference and Credit Requirements and Procedures

Following are the requirements and procedures for reference and credit checks:

Employment Reference Checks

The district has charged the department with the task of assuring that applicants for employment are not only competent in appropriate skills and knowledge, but also that it is likely that they are committed to providing a safe environment for the students of the district. To accomplish the latter purpose the Des Moines Public Schools must diligently pursue evidence that an applicant is unlikely to jeopardize student safety.

The verification of employee references and the need to conduct careful and comprehensive background investigations of applicants for employment cannot be overstated. The adequate protection of children and the school district's ability to defend allegations of negligent hiring and similar charges depend on such thorough checks. Nevertheless, the release of information about current or former employees by school districts is fraught with liability problems and therefore, employers must monitor carefully how and what information is released. Many employers are hesitant to provide any information other than employment dates for fear of liability related to the release of employee information. This creates further complications for the district in making good judgments in the hiring of new employees.

In order to investigate as thoroughly as possible the backgrounds of prospective employees, the department must contact former employers and other persons or agencies who are able to provide pertinent information which will aid the district in making a prudent hiring decision. The current practice is to telephone a minimum of one reference for each prospective employee. However, this is not accomplished without difficulty. For example, if the applicant has not worked for the last several years it is difficult or impossible to seek appropriate employment information. The prospective employee sometimes does not want to use their current employer for fear of jeopardizing their position in the event they are not selected for employment in the district. Another obstacle occurs if the applicant is hesitant to use anyone other than friends for references.

Balancing between the rights of the applicant and the potential of liability for negligent hiring, the department has developed reference forms. Not only do these forms address issues of a history of reliability, but they also provide assurance of openness by including a release statement for the applicant to sign. The purpose of this release is to provide evidence that the applicant has registered no objections to either the Des Moines Schools' or a former employer's or other reference's releasing and/or having access to all relevant information. Absent such a statement, there is increased risk of employer liability concerning released information. Former or current employers sometimes are able to report that they have witnessed incidents or have information which may indicate that the applicant has a questionable history. However, without written evidence of such a history, this district is placed in a difficult position, .

An additional, but related burden is placed on the department . Former or current employees who apply for jobs outside of the district frequently request references. This necessitates the department's balancing the release of information to prospective employers with the rights of the employee to have fair and equitable treatment in evaluations and other personnel records. The complexity of this task demands that department staff be thoroughly trained in appropriate review of these materials as well as the conducting of reference checks and investigations.

Employment Credit Checks

When an employee's or prospective employee's duties include the handling of money, the department requests that the employee sign a release form. After the signature is secured, a credit report is obtained through a contract with Credit Services, Inc. This service verifies that the individual is using a correct name and social security number and has not attempted to obtain credit by using another's identity. Routine information on the individual's credit status is also verified.

- **Maintain all personnel records including:**

Applications of administrators, teachers, associates, clerical staff, food service workers, crafts, tutors, campus monitors and substitutes
Pre-employment records: birth certificates, credit reference checks, criminal checks, Employment Eligibility Verification Forms, official transcripts, and teacher certification
Employment records: contracts, assignments, salary, evaluations, commendations, and reprimands
The files of former employees are retained on microfilm for reference.

Human Resources is responsible for the maintaining of all employee evaluations. The evaluation is written by the supervisor, signed by the employee, with copies provided to the administrator, employee and Human Resources Management Department.

All professional growth courses must be approved by Human Resources in order to count for credit on the salary schedule. Also, district staff development, other approved staff development, and college/university courses are recorded in each staff member's file.

- **Ensure instructional improvement through the Marginal Teacher Program.**

Epitomizing the balance between the interests of the public and the interests of individual employees is the Marginal Teacher Program, first implemented in 1981. In order to provide fairness and equity in evaluation and termination proceedings, the Iowa Legislature had adopted provisions in Chapter 279 of the Code which delineate the procedure to be followed when a

teacher's performance does not meet district standards. However, the Des Moines School District, working with Iowa State University determined that it was not in the best interests of the employee or the district to simply document poor performance with the intent of terminating the teacher's continuing contract. Instead, the Marginal Teacher Program not only identifies areas which need improvement, but also provides assistance, designed to allow the employee an opportunity to meet the district's standards within two semesters. This assistance has the added benefit of being provided by an experienced duo of educators, neither of whom will perform the summative evaluation of the teacher.

- **Ensure utilization of human resources through discipline and discharge**

The Department is charged with management of discipline and discharge of employees, which includes responsibility for letters of reprimand, oral reprimands, advice/counsel to supervising administrators, suspension, and the maintenance of records regarding action taken.

- **Determine employee perceptions through the use of exit interviews or surveys:**

Exit Interviews or surveys are conducted with employees leaving the district. These interviews or surveys provide an insight into current practices in the district as well as reasons for leaving employment with the district.

Recognize and Reward Personnel in Support of District Goals

The Employee Recognition Committee, composed of one member from each district work group, began functioning in the fall of 1987 in order to recognize employees and employee groups for outstanding performance, longevity and service. The committee also disperses cards of congratulations, thank you, get well, thinking of you, and happy birthday to all administrative personnel to give to their employees for the appropriate occasion.

The Administrative Excellence Program is designed to enhance the leadership development of current administrators and aspiring administrators. Currently in the developmental stage, the program focuses on professional growth and development and evaluation.

Coordinate Benefits to Serve Personnel Needs in Support of District Goals

Benefits are provided to all full-time employees, with benefits varying depending on comprehensive or other agreements. Medical insurance options include Alliance Select 90/10, HMO Iowa, Blue Cross/Blue Shield 80/20, Share HMO, early retirement, disability, dental, vision/optical, life, annuity and auto liability. The Business and Finance Department administers all of the benefits to employees and Human Resources Management provides new employees with an orientation to the benefits. In cooperation with representatives from the various employee groups, the administrative staff of the department has served on a Health Benefits Advisory Committee, formed to provide information and leadership in determining the most efficacious health benefits plans. Initial work of the committee was evidenced in the adoption of procedures for use of worker's compensation insurance to sustain the rights of individual employees while maintaining cost effectiveness and assurance of control of potential misuses. The Health Benefits Advisory Committee has recommended that all bargaining units change from Alliance Select to Alliance Select with Co-pay. This prudent purchasing has resulted in a savings of $346/employee. The Department responds to requests for unemployment compensation.

Wellness Program

The Wellness Program continues to impact employees and their immediate families in many ways.

Opportunities to participate in the annual blood screening program have been increased to five times per year

Fitness program offerings have become increasingly diverse

Exercise incentive programs have increased employee participation and health awareness

Worksite information opportunities have been provided for employees to learn about body composition change, personal fitness level, and stress management

Family activity opportunities are offered through family fall, winter, and spring outings

Employees, families, substitutes and retirees continue to enjoy the opportunities to receive individualized programs for heart health, weight reduction, and smoking cessation.

Provide Appropriate Services to Schools/Departments and the Community in Support of District Goals

The reception desk is also under the supervision of the Human Resources Management Department. Telephone calls to the district are received and redirected. General information is also provided and visitors are greeted and directed to the proper locations.

Human Resources provides substitute teachers and associates for all schools in the district to the extent possible. Two staff members, one full-time and one part-time, are responsible for receiving calls from the school principals and coordinating the usage of associates and certified substitutes.

Printing Services

Responsibility of the District's Print Shop operation is assigned to the Human Resources Department under the direction of the Assistant Supervisor of Human Resources. The Print Shop provides support to schools, departments and individual employees by the most efficient and effective means of reproducing printed material. Through regular production reports, the Print Shop monitors accountability to maximize effectiveness and minimize costs. The Print Shop Manager has described services and answered questions at various principals' meetings. Through appropriate use of technical advances, including on-line receiving of jobs via 600 dpi laser printer, the Print Shop can maximize efficiency and minimize time delays and inconvenience for employees in other locations.

Current Human Resources Management Goals

- Monitor the utilization of human resources in support of district goals.
  - Increase familiarity with the ever changing legal requirements in hiring, assessing and disciplining district employees
  - Continue efforts to raise funds for the COP 2000 program
  - Continue review of all positions, ascertaining compliance with American with Disabilities Act
  - Enhance proficiency in identifying candidates with competencies sufficient to be successful in district classified positions
- Recognize and reward personnel in support of district goals.

The employee recognition committee will recognize Associates, Operations, and Food Service during the 1994-95 school year.

- Coordinate benefits to serve personnel needs in support of District goals.
  Administer a Wellness Program to support the welfare of employees and the District. Continuous monitoring of each application for unemployment is essential.

- Provide appropriate services to schools/departments and the community in support of District goals.
  These shall include Printing Services. Increase knowledge about technological application to Human Resource office functions to facilitate a smooth transition from current systems to more efficient ones. Empower staff in use of new systems.
  The Human Resources Management Department will continue to monitor the cost effectiveness of the printing operation.
    Printing Services will generate more work through on-line receiving of jobs via 600 dpi laser printer
    Increase the use of desk top publishing computer for typesetting in print shop

- Support district initiative for Site-Based Management through Shared Decision Making:
  Develop clear understanding and insight into the role of Human Resources Management in an environment of site-based management/shared decision making.
  Revise rating instruments for use in determining the best candidate, to reflect community and staff priorities. Continue involvement of community resources in insuring personnel policies and procedures are meeting the district and community needs.
  The Administrative Excellence Program will be monitored and modified as needed. A component for aspiring administrators will be developed and implemented.

Improvements in the Last Three Years

Significant improvements have been made by the Human Resources Management Department in the areas of staff recruitment and selection.

Monitor the Utilization of Human Resources in Support of District Goals

Ensure equal employment opportunities relative to federal, state and board policies including minority recruitment practices and programs.

It is critical that minority recruitment programs be developed to assist in meeting the certified teaching demands; therefore, the department has expanded recruitment and induction activities with an emphasis on underrepresented groups.

- In person contacts were made with three more predominately African American colleges. Information on the district was shared with students in teacher preparation classes.

- A meeting was held with the Latin American Advisory Committee who had several viable suggestions for recruitment of Hispanic teachers.
- The COP 2000 program is working successfully in educating current employees of the district to qualify for professional positions.

During the 1993-94 school year, the department completed job description revisions to meet Americans with Disabilities Act Guidelines and produced an ADA guidebook. The ADA representative continues to monitor the development of job descriptions, review of pre and post medical examinations, review of job applications and other related forms.

A handbook was created for Food Service Managers.

Department Supervisor provided support to buildings in monitoring of utilization of human resources:

- Assisted Callanan Middle School as substitute vice principal.
- Acted as in-school suspension teacher for eighth grade student for eight days.
- Presented at Diversity Workshop, Oak Park School.

Hire the Best Candidate for the Position

During the 1994-95 school year, the department employed:

- Eighty-one new certified staff
- Seventy-four associates
- Twenty secretaries
- One hundred fifty-seven Food Service workers
- Seven crafts employees and
- One hundred twenty-seven substitute teachers and fifty-five new substitute associates for the special education program.

Following the appropriate procedures and guidelines, six certified staff, three associates and fourteen substitutes were terminated.
In addition, ninety-seven Des Moines Plan positions were reduced, but all the employees in those positions were successfully reassigned.
One hundred eleven other certified personnel were transferred.

Record Storage

During the 1994-95 school year the department established the first comprehensive employee data base.

Exit Interviews or Surveys

Resigning employees are given an opportunity to complete an Exit Interview Survey. The department is working on evaluation and interpretation of those surveys, which elicit not only specific reasons for changes in employment, but also the feelings the departing employee has about the district prior to and during the employment.

Recognize and Reward Personnel in Support of District Goals

Employee Recognition Committee

An Employee Recognition Committee program was established in 1986 to show appreciation for employee groups and for individual service to the district. The recognition committee is

composed of representatives from each employee group, who have met on a regular basis to develop recognition activities. During the 1993-94 school year the Crafts, Transportation and Secretaries were recognized for their contribution to the district. Transportation employees were provided a luncheon, the secretaries were entertained with hors d'oeuvres and prizes at the Crystal Tree, and Crafts employees were provided breakfast. A total of 462 employee service awards were given during the 1993-94 year. Two hundred and thirty of the honorees had over twenty years of service.

Administrative Excellence Program

The Administrative Excellence Program is an internal inititive to assist administrators to develop personally and professionally for their evolving job roles. Over a two year period, a total of one hundred eleven administrators were involved in the development of a comprehensive evaluation program based on individual and professional growth. The program was implemented during the 1993-94 school year with 100% participation. Approximately $37,000 was allocated to administrators to assist in the accomplishment of their individual growth plans.

Individuals from the public and private sector familiar with personnel procedures have been actively involved in the development of procedures for the selection of administrators and the development of the Administrative Excellence Program. Community leaders will also be active participants in administrative interviews. Community resources have been involved in procedure review and development. As the need for additional input becomes evident, community input will be sought.

Coordinate Benefits to Serve Personnel Needs in Support of District Goals

Benefits

Employees were provided a new policy for charitable Giving in the Workplace. A new Retirement Seminar for all district employees was implemented.
While maintaining the integrity of the district goals related to professional growth and development, the department has achieved a 40% reduction in use of professional days. This was accomplished in collaboration with the Staff Development Department in developing a plan to cap daily use of professional days. This plan was implemented in January 1995.
The application for unemployment by certified and classified employees creates a need for this area to be monitored regularly to determine eligibility for compensation. All claims are reviewed by the Assistant Supervisor to ascertain the eligibility, timeliness, and appropriateness of the claim. Phone and seated hearings are conducted on a regular basis. Substantial savings are realized each year by close monitoring of unemployment claims. When necessary, appropriate legal advice is requested with the possibility of reduction of claims.

Wellness Program

Arrangements were successfully negotiated with Meredith Corporation to continue involving its employees as active participants in the Wellness Program. Expansion in offerings of the program has increased the quality as well as the quantity of use by employees and families.

Provide Appropriate Services to Schools/Departments and the Community in Support of District Goals

Reception Desk

In addition to providing greeting and directions to visitors, this position now provides clerical support to the department. Included in those activities are the sorting and date stamping of mail

and computer work for substitute teachers and associates. The latter includes typing of payroll cards for substitute groups. The department is working to coordinate this responsibility with the payroll staff. As well as the reception duties for the entire building, the reception desk employee must provide informal security for the building. Although there are currently cameras in place, budgetary limitations have dictated that they are only used at night. This has created a sensitivity in the staff of the vulnerable position in which they are placed during the working day.

Substitutes

The department supervisor presented twenty new substitute orientation meetings and interviewed two hundred and twenty-five substitute teachers.

Directory

Primary responsibility for the directory has been transferred to the Management Services Department.

Printing Services

Responsibility for the district's printing operation was placed with the department in 1990. During the 1994-95 school year a new printing specialist was appointed. In order to provide the most efficient and effective means of reproducing printed material, cost containment has been one of the primary objectives. To facilitate this purpose, production reports are a part of the accountability for the Print Shop. Continual monitoring of the activities of the shop is made to ascertain the economic feasibility of continuation. The records and billing are now current and the Print Shop is no longer subsidized by district funds.

The team approach is being implemented and the department is controlling cost and maintaining quality. In January, time was spent reorganizing the negative and plate filing system. Job tickets are being redesigned to accommodate all forms of printing requests. Through improved scheduling printing requests can be completed on time with a minimum of overtime. By reducing the equipment not needed or used anymore, space is now being utilized to set up an efficient warehousing of the current paper stock. Purchase of shelving units instead of stacking cartons on top of each other will provide easy accessibility. Paper costs are anticipated to increase at a rapid rate this year.

While the present equipment produces a quality type, it is limited in its abilities to manipulate the type. In order to save time and materials the use of a desktop publishing computer is needed for typesetting. Time can be saved by having a job come out in one piece with all artwork scanned and in place. This will eliminate reduction and enlargement of art work. Once a logo or artwork is scanned into the computer, it's there for future use with no additional work and schools will be offered an economical way to set up a job with a professional look. The department is currently implementing the use of desktop publishing in the pre-press area.

Other Services

In order to provide appropriate protection of students in balance with the necessity of safeguading the rights of employees, the department identifies Level One Investigators and coordinates the investigation.

The Supervisor and Assistant Supervisor of the department coordinated and organized the Four City Management Services Conference - Omaha, Wichita, Lincoln and Des Moines.

Support District Initiatives

In support of the district initiative for Site-Based Management through Shared Decision Making, in January 1994 a new selection process for administrators was approved by the Board of Directors. The process was designed to include staff, parents, and community representatives in the selection of district administrators. The new process has been utilized to select a high school principal, Director of Central Campus, four elementary principals, and four middle school principals. The involvement of students, staff, parents, and community representatives provided new insight into the needs of individual buildings as perceived by those working most closely with the administrator.

Department personnel assisted with implementation of the Board's Smoke Free Environment Policy.

INPUT EVALUATION

Human Resources Management Budget

Out of the total district budget of $136 million, 90.2% of the budget will be spent during the 1994-1995 year for district salaries and employee benefits. The department budget, in human resources and the dollar cost, is shown below:

Personnel Resources (full time equivalents)

Departmental Staff:

1.0	Director
1.0	Supervisor
1.0	Assistant Supervisor
1.5	Substitute Callers
8.0	Secretaries

Print Shop

1.0	Printing Specialist
3.0	Printers

Wellness Staff:

1.0	Wellness Coordinator
7.0	Part-time staff (care of facility/teach classes)
18.0	Volunteers (18 life guards)

Salaries of Department of Human Resources Management Staff Members for 1994-95

Administrative Salaries (Director, supervisor, assistant supervisor)	$170,982
Secretarial-Clerical Salaries (Secretaries, office facilitator, substitute callers, receptionist)	$165,105
Wellness Salaries (Coordinator, part-time staff)	$ 40,198
Print Shop	$109,401*
Total Department Personnel	$376,285*

*(Salaries and expenses from the print shop are paid from income received from services performed.)

Other Expenditures

During the 1994-1995 year, the following expenditures were budgeted :

Advertising	$ 4,225
Employee Recognition	$ 14,200
Evaluation Service	$ 12,515
General Supplies	$ 3,533
Printing	$ 22,000

Travel Expenses	
Travel In	$ 639
Travel Out	$ 12,139
Wellness Program *	$ 19,895
Total Program Expenditures	$ 69,251

*Funds generated from Meredith Corporation

Community Resources

Community Resources for Human Resources Management are:

Administrative Selection Review Committee

- Linda Carter, Director of Human Resources, Control Data Systems
- Charles McDonald, Vice-President of Human Resources for Allied Insurance
- Jerry Burke, Director of Personnel for John Deere Credit

General Human Resources Advisors

- Mike Tonnemacher, Human Resources Manager, Marriott
- The Human Resources Managers, Principal Financial Group

Wellness Program Community Resources

- Iowa Methodist Medical Center Stop Smoking Program
- Ron Flora, Smoking Cessation
- Greg States, Hypnotist
- Tests by Laboratory of Clinical Medicine
- General Health, Inc. (analysis of "Personal Risk Profile")
- College of Osteopathic Medicine (foot screening)
- American Lung Association (promotion)
- Mercy Medical Center (blood screening)
- Weight Watchers
- Financial Support to district CPR Education Program
- Kathy Thompson, Therapeutic Masseuse
- Adventureland
- Student volunteers
- Relationship with Meredith Corporation

PROCESS EVALUATION

District Improvement Plan

The following goals in the District Improvement Plan are related to Human Resources Management:

The District Continues to Improve Human Resources Through Staff Development

- Continue efforts to develop minority employees for teaching positions through the Career Opportunities 2000 Program by maintaining a minimum of 30 enrollees
- Develop and deliver training in supervisory skills for non-certified staff.
- Provide support for the implementation of the Administrative Excellence Program
- Expand training opportunities in administration with an emphasis on women and minorities

The District Distributes Resources Effectively, Efficiently and Equitably

- Continue to develop plans for making better use of resources to increase educational opportunities for students
- Continue to improve staff allocation formulas

The District Encourages Initiatives and Planned Change Through the Involvement of Stakeholders

- Examine district personnel policies and procedures utilizing community resources

Administrative Responsibility Statements

The following are the specific responsibilities for Human Resources Management administrators:

Director: The responsibility of the Director for Human Resources Management is the hiring, assignment, discipline and discharge for administrative, non-administrative, and certified staff. The Director provides assistance with contract negotiations and complaint investigations.

Supervisor: The responsibility of the Supervisor for Human Resource Management is to perform the necessary personnel functions for all certified staff. The Supervisor also hires, assigns, disciplines and discharges personnel in crafts and supervises substitute service and wellness program.

Assistant Supervisor: The Assistant Supervisor for Human Resources Management is responsible for hiring, assignment, discipline and discharge for employees in the following positions: teacher associates, food service, secretarial, specialists, technicians, campus monitors, tutors and interpreters. The Assistant is also responsible for processing unemployment compensation claims.

In-Service/Staff Development Efforts

The Department is involved in a variety of staff improvement efforts:

Induction Program for New Teachers

A series of four to six seminars are conducted each fall to orient new teachers to the requirements, expectations and procedures of the Des Moines Public Schools. The seminars also assist new teachers in areas where they may have initial difficulty such as lesson planning, classroom management, conferencing, grading, and student-teacher interactions.

New Teachers' Conference

This annual conference held prior to the start of the school year provides the Department of Human Resources Management the opportunity to explain the district's benefits package and assist staff in selecting appropriate options. The Comprehensive Agreement is introduced and described in detail.

In-Service/Staff Development for Substitutes

An orientation has been designed and presented to help substitute teachers be more successful in fulfilling their job responsibilities. Some of the presentations have provided information on how to take charge of a classroom, developing an educational bag of tricks, and assertive discipline. In addition, substitutes are paid to attend the district's annual In-Service Day and are eligible to take all staff development offerings.

Wellness Booth at In-Service

Efforts to assist our total staff in becoming more physically and mentally fit is showcased as part of the exhibit area during In-Service Day. Personal health profiles such as height, weight, blood pressure and body fat checks have been featured.

Office Personnel Seminars

A series of presentations designed to assist our secretarial/clerical staff are offered each year. Offerings range from computer instruction to dealing with the public in an efficient and pleasant manner.

Professional Growth Activiites

Department members are active in a variety of professional organizations and have attended conferences in the past year sponsored by these organizations:

Memberships

- American Association of School Personnel Administrators
- Iowa Association of School Personnel Administrators
- Des Moines Administrators Association
- Missouri Valley Personnel Administrators
- Deaf Awareness Committee
- Des Moines Area Retirement Planners
- Chamber of Commerce
- Green Thumb
- Iowa Older Workers Planning Council

- Society for Human Resources Management

Guest Instructor

- Drake University
- Heartland Area Education Agency
- Iowa Association of School Boards
- American Institute of Business
- John Deere
- West Des Moines Public Schools
- American Association of School Administrators
- Iowa State University

Conferences

- Personnel Law Update
- Four Cities Conference
- Missouri Valley Conference
- AASPA Personnel Update Seminar
- Retirement Planning
- ADA Update
- IASB Employee Relations Conference
- Iowa Superintendents' Academy
- Teacher Perceive Training
- National Alliance of Black School Educators Conferences:
  - 1992 Atlanta
  - 1993 Dallas
  - 1994 Los Angeles
- National Association of School Personnel Administrators Summer Training
- Mercy Annual Conference
- Alexander and Alexander Job Evaluation
- Iowa Works: Education, Jobs and the Labor Market

Management Systems Used for Monitoring

In order to maximize the resources available while maintaining the necessity of monitoring the utilization of human resources, the department uses computerized data records. Management of staff count is performed by Data Mainframe database at MICC with Extract download to a Macintosh Power Mac. Most reports, such as election list, counts, and survey data are generated from a Power Macintosh. The mainframe generates:

- Basic Educational Data Survey (BEDS) for State of Iowa, Department of Education
- Certified contracts
- Evaluation Report
- Certification Reports
- Attendance Reports

Original file information for all but four employee groups is maintained in two ten foot rotary files. These are not fireproof; however, permanent record cards for employees and former employees are stored in two fireproof files.

A management system to control the use of professional leave was initiated in January of 1995. In an effort to provide a more consistent educational program and reduce substitute shortage

problems, professional leave is capped on a daily basis. Although effected by special circumstances, such as the day of week, time of year, etc., the system has met with reasonable success. The availability of fax machines has helped considerably by allowing the Human Resources office to receive leave requests immediately after they are submitted to the building administrator.

Staff Evaluations

A requirement of the Comprehensive Agreement is the evaluation of staff at specified intervals. Reports on individuals due for a formal evaluation are provided to district administrators to enable them to contact and schedule their evaluations of staff throughout the year.

Flow of Applications and Assignments

In order to comply with recent civil rights legislation, the flow of applications is tracked. It is necessary to track applicant flow by race, sex and age. A district goal is to employ minorities by percentage in all classifications that will equal at least one-half of the student minority population. The department is able to identify schools or departments that have no minority staff and assist them in meeting this critical need.

Salary Accounts

The Human Resources Management Department is responsible for the expenditure of approximately 90% of the total budget for the district, which is the portion of the budget devoted to human resources. All salaries and contracts recommended to the Board of Directors must be within the budget allocation. This monitoring of salary accounts includes the assignment and allocation of all staff. The use of substitutes, a salary expense item, is also monitored. Historically, the Human Resources Management Department has expended nearly 99% of the total salary allocations.

Teaching Certificates

A service provided to certified staff members is the monitoring of teacher certification expirations. A year prior to the expiration, the individual is notified and provided information regarding the steps necessary to renew the teaching certificate.

Records of Staff Development and College Courses

Records of staff development and college courses are maintained to assist employees in reclassifying and renewing their teaching credentials. All courses are approved by this department before official credit for movement on the salary schedule can be granted.

Marginal Teacher Program

The Marginal Teacher program is closely monitored by the Human Resources Management Department to ensure due process is being provided to the employee. Monthly reports of progress are maintained and reviewed.

Other Records

Many other records are maintained and systems monitored by the Human Resources Management Department. The primary function of the department is to provide the best service possible to all of our various clients. Many other employees and staff members are involved in these decision-making processes. In the Appendix are charts showing the processes involved in the teacher

selection process, secretarial/clerical reclassification, administrative selection process, and the marginal teacher program.

Employee Relations Activities

Administrative staff members from Human Resources participate in employee salary/benefit negotiations with the Director of Employee Relations. These negotiations take place annually for each employee group.

Human Resources administrators are responsible for arranging for investigation of child abuse complaints against school personnel. Reports are received from level one investigators and arrangements are made for additional investigation, if indicated. Is disciplinary action is indicated it is taken.

We also are responsible for investigating employee complaints under Board Policy 452 - Intolerance and Abuse and Actions taken as a response to notification of an employees positive drug test. Comprehensive agreement language interpretation and employee counseling also are important duties performed in the area of Employee Relations.

To assist administration of negotiated agreements, Labor-Management meetings are routinely scheduled to afford labor and management a forum in which to communicate on items that may be of interest to both parties. A climate committee also meets at least eight times each academic year with administrative and labor representatives from the Transportation Department. The climate committee meetings are coordinated by the office of Intercultural Programs.

Contract seminars are held for new building administrators and contract interpretation is provided daily. All grievances are monitored and processed as a contract interpretation and enforcement function. Grievances may require the coordination and conduct of arbitration hearings.

Use of Technology in Human Resources Management

Computers

The department utilizes technology and is seeking additional applications of technology to increase the effectiveness and efficiency of the department. The use of personal computers has increased the productivity of the entire staff allowing the expectations for service from the department to increase. For example, just a few years ago all teacher and administrative contracts had to be individually typed with the name, salary, and other information added to the standard form. Secretaries throughout the central office were given a group of contracts to type. Now, using databases and word processing applications, one secretary in the department handles the printing of all individual contracts.

Fax Machine

The fax machine recently has begun to be of assistance in obtaining references, recommendations, and other information. However, the need for confidentially and security limits the department's use of the district's central fax machine.

Sub-calling

The current system used to call substitute teachers, nurses, and associates is semi-computerized. The list of substitutes is on a database on the computer and the computer can be directed to dial the telephone to selected substitutes. The sub-caller then speaks directly to the substitute when the

telephone is answered. This system has been useful, but more powerful systems that can provide more individual service are now available.

Employee Recognition Activities

An Employee Recognition program was established in 1986 to show appreciation for employee groups and individual service to the district. The recognition committee is composed of representatives from each employee group. They have met on a regular basis to develop recognition activities.

During the 1993-94 school year the Transportation, Secretarial and Crafts employee groups were recognized for their contribution to the district. Transportation was provided a luncheon; the secretaries were entertained with hors d'oervres and prizes at the Crystal Tree; Crafts employees were provided breakfast. A total of four hundred and sixty-two employee service awards were given during the 1993-94 year. Two hundred and thirty of these honorees had over twenty years of service. The committee will continue its work with recognition of Associates, Operations, and Food Service during the 1994-95.

PRODUCT EVALUATION

The functions of the Human Resources Management Department are divided into six areas and the product data is reported by each area.

Monitor the Utilization of Human Resources in Support of District Goals

Analysis of Employees by Categories

The number of employees by category has remained relatively stable over the past 12 years, except in the areas of Teachers, Nurses, and Associates, where there has been a significant increase. The increase of Associate positions has been dictated by the inclusion of increasing numbers of students with special needs and the effort to mainstream as many of these students as possible. A new category of employees, called Specialists was added in 1989. These positions are considered supervisory employees, with all the responsibility this implies under the law. Designed primarily as administrative support positions, the specialist uses her or his expertise to help support the mission of the district, by maintaining an educational climate in which the student remains the focus.

There has been a decrease in three categories: administrators; plant, transportation, and warehousing; and food service staff. The plant transportation and warehousing unit has been decreased to assist in balancing the budget when the number of teachers has been increased. Closing of buildings has also had an effect. Table 1 shows the figures for the years 1983, 1990 and 1995. The "Difference" column indicates differences between 1983 and 1995.

Table 1 Number of Employees by Category

Category	1983	1990	1995	Difference 1983-1995
Teachers, Nurses, etc.	2,052	2,120	2,376	+324
Administrators	176	171	145	-31
Cabinet	12	12	12	0
Secretaries	197	230	222	+25
Associates	284	394	448	+164
Food Service	323	351	317	-6
Plant, Transportation & Warehousing	563	526	525	-38
Specialists & Miscellaneous Non-contract			140	+140
TOTAL	**3,607**	**3,804**	**4,185**	**+578**

Table 2 Age Distribution of Certified Staff

Fewer young teachers have been hired in 1995 then in 1990. Other staff have remained with the district which indicates there will probably be an increase in retirements over the next ten to twenty years. These factors could impact recruitment and retention of qualified employees.

Age	Elementary		Middle School		High School		Adminis-trator		Total: all categories		Percentage		Difference	
Range	1990	1995	1990	1995	1990	1995	1990	1995	1990	1995	1990	1995	No.	%age
20-25	72	53	25	19	14	11	0	0	111	86	5.14	3.41	-25	-1.74
26-30	119	150	40	51	31	37	1	1	191	250	8.85	9.90	59	1.05
31-35	125	152	43	41	35	47	3	3	206	253	9.54	10.02	47	0.48
36-40	197	146	89	67	84	55	16	6	386	297	17.88	11.76	-89	-6.12
41-45	220	233	100	90	119	126	34	29	473	521	21.91	20.63	48	-1.27
46-50	121	226	76	80	123	132	41	46	361	512	16.72	20.28	151	3.56
51-55	82	103	37	65	67	119	22	41	208	351	9.63	13.90	143	4.27
56-60	58	68	23	20	44	64	33	18	158	181	7.32	7.17	23	-0.15
61-65	20	30	10	3	17	14	12	11	59	65	2.73	2.57	6	-0.16
66-70	2	2	0	0	3	5	1	2	6	9	0.28	0.36	3	0.08
Total	1016	1163	443	436	537	610	163	157	2159	2525				

Table 3 Average Age of Certified Non-Administrative Staff

The average age is an indication of the maturity of the teaching staff.

Teacher Group	Average Age 1991-92	Average Age 1994-95
Elementary	40.5	41.4
Middle School	41.4	41.9
Senior High	44.6	45.8
Itinerant	not available	44.2

Table 4 Reasons for Leaving Employment with the District

Retirement is the reason given most often for leaving the district.

Reason for Leaving the District	1971-1972	Percent of those Leaving	1990-1991	Percent of those Leaving	1993-1994	Percent of those Leaving
Retired	36	22	54	43	50	41
Other Position	12	7	14	11	28	23
Further Education	6	4	3	2	-	-
Health	4	2	-	-	-	-
Personal/Family	41	25	25	20	27	22
Transfer of Spouse	29	18	3	2	1	.8
Private Business	7	4	7	6	-	-
Military	2	-	-	-	-	-
Moving	28	17	19	15	17	14
Deceased	-	-	2	1	-	-
TOTAL	165		127		123	

Table 5 Number of Employees Recognized Through Special Events

The Employee Recognition Committee organizes events for various employee groups. Below is a chart of the potential participation in events organized.

Employee Groups	87-88	88-89	89-90	90-91	91-92	92-93	93-94
Secretarial/ Clerical	200			200			250
Transportation	130			160			130
Associates		350			350		350
Crafts		70		75			75
Plant & Operations		280			280		350
Food Service		320			320		300
Administrators			180			180	
Professional Staff			2,200			2,200	

Table 6 Number of Employees Receiving Longevity and Retirement Awards

This table shows the number of individuals receiving retirement or longevity awards each year.

Years	Longevity	Retirement
1987-88	1,340	75
1988-89	985	65
1989-90	515	85
1990-91	385	90
1991-92	490	100
1992-93	510	91
1993-94	421	85
1994-95	547	92
Total	5,193	612

Table 7 Substitute Teacher Requests

Records are maintained of the number of requests for substitute teachers, the number filled and unfilled, and the number of substitutes who refused assignment. The table shows the highest, lowest, and average number of requests per week during 1993-94. The demand was highest during March and April.

Week	# of Filled	# of Unfilled	# of Refusals
Highest week	1074	76	43
Lowest week	144	0	0
Average week	545	11	18

Minority Recruitment Practices and Programs

The changing demographics of our school population and the growing school choice movement have important implications for our teaching staff. Staff will need to be more diverse in its makeup and more skilled in working in an urban setting. Neither of these factors have been given much emphasis by the teacher preparation institutions within the state. The department's goal is for the minority staff to consist of a percentage that is at least one-half of the percentage rate of the minority student population.

Table 8 Ethnic Composition

The following table provides a racial/ethnic percentage analysis of student enrollment, population for the city of Des Moines, the certified teachers in Iowa, the Des Moines Public Schools pool of certified applicants, and the district's current staff. Staff is further divided into classifications of certified, classified, administrative and a summary of all staff. Although the district does not yet meet its goal of employing minority staff at one-half the rate of the student population, it has exceeded that goal for administrative staff. The table illustrates the limited number of ethnic minority teachers certified in Iowa.

Categories	Cauca-sian	African-American	Hispanic	Asian	Native-American	Total Minority
Student Enrollment 31,602	77.10	13.30	3.70	5.20	.60	22.80
City of Des Moines Population 193,187	89.20	7.00	2.40	2.40	.30	12.10
Certified Teachers in Iowa 32,503	98.54	.68	.35	.23	.20	1.46
DMPS Pool of Certified Applicants* 2,863	97.60	1.20	.50	.30	.10	2.10
DMPS Certified Staff 2,376	94.00	4.00	.80	.60	0.00	5.40
DMPS Classified Staff 1,464	85.40	12.60	1.30	1.10	.10	15.10
DMPS Administrative Staff 157	85.90	10.20	1.30	1.90	.60	14.00
Miscellaneous Staff 153	74.50	11.10	3.90	9.80	.60	25.50
All DMPS Staff 4,185	90.00	7.40	1.10	1.10	.01	8.00

*No information is available for 2.3% of the applicants

Table 9 African-American Employees Composition

The district has increased the number of African-American employees in all classifications.

Number of African-Americans by Employee Group	1990		1995		Increase:
	Number	Percent	Number	Percent	Percent
Administrators	15	7.0	16	10.0	3.0
Certified	95	3.9	97	4.0	0.1
Classified	107	7.0	178	12.0	5.0
TOTAL	217		291		

Table 10 Comparison of Minority Percentages for Staff

In the past five years, the percentage of minority staff has increased or maintained at previous levels except for certified positions, which has decreased slightly.

	Classified		Certified		Administrative	
Ethnic Group	1990	1995	1990	1995	1990	1995
Caucasian	88.0	85.4	94.0	94.0	87.0	85.9
African-American	9.0	12.6	5.0	4.0	11.0	10.2
Hispanic	0.7	1.3	0.4	0.8	2.0	1.3
Asian	2.0	1.1	0.6	0.6	0.0	1.9
Native-American	0.3	0.1	0.0	0.0	0.0	0.6
Total Minorities	12.0	15.1	6.0	5.4	13.0	14.0

Table 11 Comparison of Administrative Hiring by Gender and Race

Since July 1, 1988, individuals filling the 78 administrative position vacancies by gender and race:

- **Gender**

Males	Females
41 (52.5%)	37 (47.5%)

- **Race**

African American	13 (16.7%)
Hispanic	3 (3.8%)
Asian	2 (2.6%)
American Indian	1 (1.3%)
Caucasian	59 (75.6%)
Total Minorities	**19 (24.4%)**

Hiring the Best Candidates

Table 12 Education of New Certified Staff

The district continues to hire certified employees with strong academic preparation. There has been an increase in the percent of teachers hired at the master's level or above.

Education	1972	1991	1994	1994 %
Non-Degree	0	0	2	1.1
Bachelor's	114	53	106	58.5
BA + 15	9	32	37	20.4
Master's	18	7	13	7.2
MA + 15	4	4	11	6.0
MA + 30	2	11	12	6.6
Doctorate	0	1	0	0.0
TOTAL	147	108	181	

Table 13 Active Files of Applicants

Table 13 compares the number of active applicant files in Human Resources in 1987 with the numbers in 1991 and 1994. Between 1987 and 1991 there had been relative stability in the numbers of applicants for administrative positions. In 1994 there had been a decrease of nineteen applicants (62% decrease). The number of certified applicants for both elementary and secondary positions has decreased very dramatically, 43% and 46% respectively.

Associate position applicants have also decreased, but by only 29%. The same trend is shown for Food Service positions at 17%. However, the applicants for secretarial and clerical positions have increased by 91%. This is especially interesting because the largest decrease in applicants from 1987-1991 had been in this area.

These data are moot testimony to difficulties the district is encountering at this time in identifying and hiring the best qualified candidate for each position. If the trend for teachers continues, the district will be in a search process which may reduce the chances of identifying a good candidate. *See Page 7.*

Employee Groups	1987 Applicants	1991 Applicants	1994 Applicants	Change 1991-1994
Administrative	34	31	12	-19
Elementary	534	617	354	-263
Secondary	625	546	293	-253
Associate	302	454	323	-131
Secretarial/Clerical	312	167	319	+152
Food Service	220	555	458	-97

Table 14 Education of Certified Non-Administrative Staff

The district certified staff has continued to increase their academic training. As there is a decrease in the number of staff who hold a Master's or a Master's + 15 hours, there is an increase in those who have achieved the level of Master's + 30.

Degree	Number of Staff		Percentage		Change in Percentage
	1990	1994	1990	1994	
RN		4			
Bachelor's	323	368	15.00	15.48	+ .48
Bachelor's + 15	729	794	33.00	33.40	+ .40
Master's	145	93	6.00	3.90	- 2.10
Master's + 15	304	285	14.00	11.99	- 2.01
Master's + 30	686	812	31.00	34.17	+ 3.17
PHD or EdD	16	20	1.00	.84	- .16

Effective Utilization of Human Resources through the Marginal Teacher Program

The Marginal Teacher Program not only identifies areas which need improvement, but also provides assistance, designed to allow the employee an opportunity to meet the district's standards within two semesters. This assistance has the added benefit of being provided by an experienced duo of educators, neither of whom will perform the summative evaluation of the teacher.

Procedures of the Program

During a job performance evaluation, a principal determines that the teacher needs to improve in one or more areas. The principal writes a plan, stating the problem, objectives for solving it and a time-line for reaching goals. If the principal's request to the district to allow the teacher to be involved in the program is approved, two educators are assigned as an assistance team for the teacher. The team members have shown evidence of strengths in the teacher's problem areas. Teachers in the program do not receive their annual raises. Involvement in the program is voluntary, but the teacher is notified that the situation is considered serious and she or he must improve to continue teaching in the district.

At the initial meeting with the team, the teacher has the opportunity to be represented by the Des Moines Education Association, which helped to develop the original procedures. The teacher and the assistance team decide how much time they will spend together. Often team members observe the teacher in the classroom, looking for areas of weakness which may generate ideas for improvement strategies. The team offers advice and suggestions in the confidential work of the assistance team. Meanwhile, the principal continues to observe closely the teacher's progress and writes monthly evaluations.

About a month before the improvement plan deadline, the teacher's classroom performance is observed and evaluated by an administrator from outside of the building. This independent review provides a system of checks and balances for teachers who feel that there may not be equity and open-mindedness with their current administrator. By the deadline, the principal determines whether the teacher is meeting district standards. If this level is still not attained by this individual, unless another solution is reached, termination proceedings are initiated. During the fourteen years the program has been in place, the following actions have occurred:

- 114 teachers have been identified

- 53 or 46.6% have successfully completed the program
- 61 or 53.4% have failed to meet district standards. The resolution for those cases was as follows: 23 or 37.7% resigned; 9 or 14.8% took medical disability; 15 or 24.6% retired; 11 or 18% assumed other positions in the district; 3 or 5% were terminated.

This shows that the program is effective in identifying teachers who are not meeting district standards, providing them an opportunity to improve their performance, providing other options for those who are not able to make sufficient improvement and ensures that the district is well prepared with appropriate evidence if the situation cannot be resolved short of a termination hearing. The program has been replicated nationally and internationally.

Wellness Program

Table 15 Participation in the Wellness Program

Class/Program	Minimum Participation *
Adventureland Outing	1000
Aerobics	7
Blood Pressure Monitoring	-
Blood Screening	600
Corporate Games	33
Cross-Country Ski	2
Cross-Country Ski Outing	8
Facility Attendance	800
Fall Bicycle Outing	0
Journey to Wellness	20
Line Dance	35
Nutrition Class	4
On Site Body Comp	45
Read the Hope Help Letter	-
Resolution Solution	50
Roller Skating Party	12
SCUBA	18
Sneak into Summer	71
Stress Management	18
Tae Kwon Do	15
Tai Chi	17
Triathlon	2
VCR Exercise Tape	3
Volleyball Leagues	120
Water Aerobics	10

* Figures show those registered for the events. There were also participants who did not register or sign-in.

Printing Services

The Print Shop averages 553,451 impressions per month on the Xerox 5090, and 337,940 impressions for offset printing, creating a total average of 891,391 impressions per month.

FUTURE NEEDS

Minority Recruitment Practices and Programs

To continue current practices of actively recruiting minority candidates through college visitations, attendance at national minority conferences, through utilization of recruiting videos, brochures and such programs as COP 2000 and the Danforth Program with institutions of higher learning. The COP 2000 program should be expanded to 50-60 participants. No additional costs.

Hiring the Best Candidates

The district must work even more closely with teacher preparation institutions to ensure that recently graduated teachers are familiar and prepared to teach in an urban setting with a diversified group of students. The department must continue the current programs such as Career Opportunities 2000 and work with higher education to create more student teaching experiences in the district. The department needs to continue to communicate to colleges and universities the need for prospective teachers to understand the urban setting and culture and be prepared to teach urban students. No additional cost.

The department must continue to monitor and inform all administrators of the Americans with Disabilities Act requirements and implications for the district. The estimated cost of this recommendation is $2,000.

As the department assumes all responsibilities for personnel matters for operations, there will be a need for an additional administrator. The estimated cost of this recommendation is $55,000.

Meet the Personnel Service and Professional Development Needs of Employees, Schools and Departments

The department needs to continue the development and implementation of the Administrative Excellence Program The estimated cost of this recommendation is $50,000.

Societal changes necessitate additional training and preparation to empower employees and representatives of the district to effectively prevent and respond to potentially violent and/or other unpredictable situations.

Performance Evaluation Systems

The department needs to continue to update and monitor evaluation systems for all employee groups. The estimated cost of this recommendation is $12,000.

Wellness Program

The Wellness Program will continue to move to more decentralized activities and facilities. Even though staff members committed to the wellness lifestyle are willing to travel to a central location to participate, many staff members could be better served by worksite programs or activities. In order to do this, the building wellness coordinator position will be strengthened and better equipment and access at sites provided. The estimated cost of this recommendation is $50,000.

The continuation of the Wellness Program is dependent on financial support from Meredith Corporation. It is advisable that preparation be made for the day when support is discontinued. Priorities should be identified and an alternative funding plan outlined. The estimated cost of this recommendation is $35,000.

Substitute Shortages

The demand for substitutes continues to escalate while the pool of candidates is declining. We need to look at alternate methods of covering teacher absence.

Printing Services

The Print Shop must continue to provide high quality printing while controlling expenses and be self supporting. Efficiency and savings can be realized by computerizing billing, estimating, inventory control, reducing the paper inventory, and incorporating the Copy Center and Print Shop into one operation. The Print Shop will strive to provide a printing service that supports the educational environment. Additional equipment will be needed to attain this goal; the estimated cost of this recommendation is $25,000.

Support District Initiatives

The Human Resources Management staff will need additional systematic training as methods of operation change due to the movement to School-Based Management through Shared Decision Making. The training provided in November 1991 to all department staff was just a beginning as the department moves from a production model to a service model. The implementation of the service model will have implications for allocation of other resources also.

The department needs to examine its policies and procedures and determine how SBM/SDM will change the nature of the delivery of the human resource services. The department will begin by reassessing procedures in staff selection and assignment to determine how it can be more supportive of SBM/SDM. It will be necessary to ensure the district's commitment to equity as we develop a new blend of "top-down" and "bottom-up" procedures to support the teaching and learning mission of the district. The estimated cost of this recommendation is $1,500.

The department needs to continue departmental training as a service module. The estimated cost of this recommendation is $1,000.

Additional Staffing

With the abundance of additional child abuse, intolerance abuse, etc. investigations and adding personnel duties for operations employees, the department needs an additional secretarial position and another administrative position. The estimated cost of this recommendation is $72,500.

Technology

The Fax machine is now used for almost all correspondance by the department. The possibility of receiving references and/or credentials is exciting in terms of the time saved; however, it will be necessary to have the machine in the department updated with a security code for security and confidentiality. The estimated cost of this recommendation is $6,000.

The department is currently investigating a computerized substitute calling system that could serve as a staff absence management system as well as a system to notify substitutes. The estimated cost of this recommendation is $90,000.

Currently files of former certified employees are stored on microfilm by year of termination. This can lead to difficulty in recovering old records, since an entire roll of film must be scanned and the year of termination must be correct. Microfiche record storage would allow storage of one person's records per fiche and records could be filed alphabetically rather then chronologically. The estimated cost of this recommendation is $3,500.

Facility

Accessibility to the facility is a problem for staff and other visitors. The parking problems make it difficult for everyone coming for interviews, especially those unfamiliar with the area. The Human Resources Management Department will seek assistance of the Plant Maintenance Department regarding the parking problem. Although parking will continue to be limited, there may be a way to designate parking on certain days of the week.

The current office facility is not conducive to efficient organization of the department and is not directly wheelchair accessible. Visitors are unclear who to approach for help. Remodeling of the area will be necessary to create a more positive image.

Glossary of Terms in this Report

Affirmative Action: The district will affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which these groups of people are underrepresented.

Alcohol and Substance Abuse: Referral for professional counseling and treatment for chronic alcoholism and/or substance abuse will be made if (1) the abuse has affected the employee's job performance, (2) the employee is under the influence during working hours, or (3) the employee is in possession of or using alcohol and/or other debilitating substances during work hours or on school property.

Refusal to accept referral for professional diagnosis or failure to cooperate in and complete the treatment process will be grounds for disciplinary measures, including possible termination of employment. [See Administrative Procedures Code 416.1]

Assignment and Transfer: Assignment of personnel shall be based upon the qualifications of the candidate and the mission and needs of the district. [See Administrative Procedures Code 412]

Certification and Licensing: The department shall review and enforce that every person employed as an administrator, supervisor, or teacher in the school district shall hold a certificate valid for the type of position in which such person is employed. Classified employees shall be proficient in the performance of the duties to which they are assigned and shall continuously hold such certificates or other credentials as may be required by city ordinances or state law.

Child Abuse Investigation: The district will respond promptly to allegations of physical or sexual abuse of students by school employees by investigating or arranging for investigation of any allegation. The district will, in the care of a material credible allegation, suspend an employee pending an investigation and will take appropriate disciplinary action when abuse is found. [Code of Iowa: Section 279.18] [Iowa Department of Education Rules: Chapter 102]

Compensation: Compensation for personnel covered by the Iowa Public Employment Relations Act shall be determined by the Board subject to the final resolution of collective bargaining.

The Board shall establish compensation for all other employees. [See Administrative Procedures Code 430]

Discipline and Discharge: The Board may discharge any employee for just cause by majority vote and may relieve employees from duties because of lack of satisfactory work or other reasons as determined by the superintendent or the superintendent's designee. The superintendent or the superintendent's designee may discipline an employee by reprimand, demotion, transfer, reassignment, suspension (with or without pay) or recommend discharge for proper cause. [See Administrative Procedures Code 416]

Evaluation: Administrators are responsible for the evaluation of all district employees in accordance with procedures described by the comprehensive agreement or personnel practices and procedures manual. All evaluations will be submitted in writing to the superintendent of the superintendent's designee, pursuant to criteria established by the superintendent and the Board.

New employees, including new administrators, shall serve a probationary period as set forth in the appropriate comprehensive agreement or personnel practices and procedures manual.

A probationary teacher or administrator must achieve a "Meets District Standards" evaluation by the end of the probationary period. If an additional probationary year is desirable, the superintendent or the superintendent's designee must agree on such a recommendation and the probationary period may be extended for one year with the consent of the employee. Other disciplinary action may transpire in accordance with Chapter 279 of the Code of Iowa. [See Administrative Procedures Code 414]

Exchange Teachers: For the purposes of securing knowledge or educational methods in other school districts, either inside or outside the US, and for promoting international goodwill, the Board may contract with another board or educational authority for the exchange of teaching services. [See Administrative Procedures Code 420]

Gifts Exchanged Between Students and Employees: The board of directors believes the student-teacher relationship should be devoid of conflicts of interest which might interfere with impartiality in the delivery of educational services to students. Gifts given by student or their

parents to staff members diminish the ability of district employees to treat students equitably. Except for incidental gifts of negligible monetary value, gifts from parents or students to staff members who have direct influence over the student are prohibited.

Gifts to District Officials and Employees: "Gift" means a rendering of anything of value for which legal consideration of equal or greater value is not given and received. Restricted donor means a person who is in any of the following categories:

(a) Is or is seeking to be a party to any one or any combination of sales, purchases, leases, or contracts to, from, or with the agency in which the donee holds office or is employed.

(b) Will personally be, or is the agent of a person who will be, directly and substantially affected financially by the performance or nonperformance of the donee's official duty in a way that is greater than the effect on the public generally or on a substantial class of persons to which the person belongs as a member of a profession, occupation, industry, or region.

Only those gifts and honoraria permitted by law may be received by a district official, employee or member of their immediate family. Administrative procedures shall provide guidance and direction to employees for determining whether gifts and honoraria are appropriate. Such procedures shall reflect state law regarding conflicts of interest for public officials and employees. [Code of Iowa: Section 68B]

Intolerance and Abuse: A major district emphasis is to develop and maintain positive, desirable human relationships among people employed by, representing or receiving service from the district. These working relationships are designed to improve inter cultural and inter-group behaviors. Consequently, the district discourages acts of intolerance and abuse by district employees or other district representatives engaged in professional relationships with students, other employees, and the general public. Acts of intolerance or abuse include, but are not limited to, inappropriate references or behaviors related to an individual's age, race, color, creed, national origin, disability, marital status, gender or sexual orientation, religion, or any other factor related to the individual's employment, education, or status. Such acts, if committed and determined to be sufficiently serious, may result in discipline up to and including dismissal from district employment or service. [See Administrative Procedures Code 452]

Job Specifications: The superintendent shall maintain a systematic plan for the identification of employment positions based upon the relative responsibilities involved and the difficulty, skill, knowledge, and ability required for the performance of each position. [See Administrative Procedures Code 410]

Non-Discrimination and Equal Employment Opportunity: There will be no illegal discrimination or discrimination on basis of sexual orientation and the district will provide a fair, supportive and non-discriminatory work environment for all employees. Harassment with demeaning intent is a violation of this policy.

Personnel Management: Subject to the review and approval of the Board, the administration shall develop personnel practices and procedures manuals or department work rules relating to: (a) Compensation (b) Vacations (c) Absences and leaves (d) Extended illness (e) Other conditions of employment and matters relating to personnel management. [See Administrative Procedures Code 434]

Personnel: The department is involved in bargaining under Chapter 20 of the Code of Iowa to develop, negotiate, interpret and enforce terms of comprehensive agreements.

Physical Examination: All employees will have a physical examination by their personal physician immediately upon being employed, and during each three-year period thereafter or at any time at the request of the superintendent or the superintendent's designee. [See Administrative Procedures Code 405]

Political Activity: The Board recognizes the rights of its employees, as citizens, to engage in political activity. However, the Board also recognizes that school property and school time, paid for by all the people within the district, shall not be used for partisan political purposes except as provided for in uniform policies and regulations pertaining to the use of school buildings by civic or political organizations.

For purposes of this regulation, prohibited "political activities" is narrowly defined to mean "partisan political activities" which would include the posting of political circulars or petitions,

collection and/or solicitation of campaign funds, solicitations for campaign workers, use of pupils in writing or addressing campaign materials, or the distribution of campaign materials to pupils on school district property or during school time in any manner which would indicate that a school employee is using a position in the school to further personal partisan views on candidates for public office or on questions of public policy in the political arena.

Violations of any of the foregoing shall, at the discretion of the superintendent or the superintendent's designee, constitute cause for reprimand, demotion, suspension, or dismissal.

Nothing in this regulation shall be interpreted as prohibiting teachers from conducting appropriate activities which encourage students to become involved in the political processes; nor does it prohibit the use of political figures or candidates as resource persons in the schools.

Professional Growth: The Board recognizes that all personnel must have the opportunity to broaden their experiences, deepen their understanding, and increase their professional competencies. Opportunities for personnel to participate in advanced study, in-service training programs, and other types of experiences that may promote growth will be encouraged. Such experiences may include assignment transfers when it is determined by the superintendent that the transfer will be of benefit to the individual employee, the district, or both. [See Administrative Procedures Code 440]

Professional Organizations: Individual members of the staff, certified and classified, are encouraged to participate in professional organizations. Professional interest and growth for school personnel can be achieved through professional organizations that provide opportunity for meetings, publications and mutual exchange of information. If the event occurs during school hours, prior approval must be sought by submitting a written request seeking approval of such absence at least ten days prior to the first day of anticipated absence.

Publications: The Board recognizes value to the district in professional staff members' publishing and presenting education-related materials

Recruitment and Selection: The department implements the selection, hiring, and promotion of all staff with approval of the superintendent and board. Hiring practices will provide no illegal discrimination or discrimination on basis of sexual orientation.

Sexual Harassment: The district is committed to maintain and ensure a learning and working environment free of any form of sexual harassment or intimidation toward personnel and students.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by any member of the staff to another staff member, when made by a student to a staff member or when made by any student to another student when:

(a) Submission to such conduct is made directly or indirectly a term or condition of an individual's employment or education, or when:

(b) Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:

(c) Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

Student Teaching: The Board recognizes certain benefits to the district and the necessity for establishing opportunities that will provide student teachers with actual classroom teaching experiences under the guidance and supervision of certified teachers, from institutions of higher learning approved by the Board, to teach in the district under the supervision of regularly assigned teachers. [See Administrative Procedures Code 422]

Substitute Employees: Substitute employees are those who are on call from day to day or who are temporarily assigned to a position resulting from resignation, illness, death or authorized leave of absence of a regular employee, or to a position generated by temporarily increased services, peak demands or special projects.

A copy of a valid Iowa teaching certificate will be required from all teachers providing substitute teaching service. All other substitute employees must possess the required certificate or licensure for their area of temporary employment. The same duties and responsibilities will be assigned to

substitute employees as those assigned to regular employees who are under contract and the same services shall be expected from them. [See Administrative Procedures Code 421]

Teacher Resignation: While the teacher contract calls for thirty days' notice of cancellation, the highest professional ethics would indicate that the teacher should not terminate a contract during the school year except in emergency circumstances. The Board may release a teacher from the teacher's contract during the school year only in exceptional emergency circumstances. Emergency circumstances shall be considered on a case-by-case basis by the Board and will consider the availability of a suitable replacement. [See Administrative Procedures Code 417]

Travel Allowances: To encourage school employees to attend professional meetings, the Board may provide travel allowances when specific authorization for such trips is granted by the superintendent of the superintendent's designee.

The Board will provide travel expense reimbursements, within the limit as prescribed by the Code of Iowa, for school employees who furnish their own transportation while conducting school business. [See Administrative Procedures Code 430.2]

Tutoring: Certified personnel under contract shall not render tutorial services for pay during the hours school is in session. In unusual circumstances, teachers may, with approval of the superintendent or the superintendent's designee, be employed as tutors of pupils currently enrolled in their classes. Private tutoring sessions for pay should not use school materials or facilities.

Workers' Compensation: Workers' compensation law benefits shall be provided employees for personal injuries, extended illnesses, or death arising out of and in the course of employment of such persons that qualify in accordance with insurance carrier guidelines. [See Administrative Procedures Code 430.1]